

Manchester School District (SAU 37)
Secondary Language Arts Curriculum
Grades 6-12

www.mansd.org/main/forparents.htm

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This is a revision of the June 2006 document. The state framework has undergone revision of skills and conversion of the numbering system.

Past Committee (as this document is a collaboration of both)

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At-Large Member

Dr. Frank Bass, Assistant Superintendent of Secondary Education

The format for this curriculum mirrors that of the Elementary Language Arts with the New Hampshire State Curriculum standard clearly stated at the beginning of each section and the goals for instruction outlined below and Grade Level

Expectations/Grade Span Expectations noted. All items underlined, are new instruction for that grade level and should be addressed in an introductory manner.

All changes were prompted and based on revisions and conversions done to the State of New Hampshire Curriculum Framework.

Grade 6

Grade 6

Curriculum Standard #1 (Reading)

“Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.”

Word Recognition/Vocabulary

Word recognition and vocabulary play an important part in learning to read. Word recognition consists of the ability to utilize cue sources (semantic, syntactic, and visual) and strategies to identify words in print. Vocabulary refers to the words readers need to communicate effectively. It encompasses the modalities of listening, speaking, reading and writing.

- **Reading is meaning** – Students will show proficiency by using vocabulary appropriately in context (including content specific vocabulary and words with multiple meanings)
(R:V:6:2.2) *tested*

- **Word strategies** - Students will demonstrate knowledge of word attack skills/strategies to unlock the meaning of different words. The skills listed will be taught through modeling, guided practice and independent application. (R:V:6:1.1) *tested*

- ☐ Students will identify common base words or context clues.
- ☐ Students will identify common prefixes and will demonstrate an understanding of how prefixes impact meaning.
- ☐ Students will identify common suffixes and will demonstrate an understanding of how suffixes impact meaning.
- ☐ Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:WID:6:1.1)

- **Word relationships** - Students will be able to describe words in terms of categories, functions or features; students will recognize shades of meaning (R:V:6:2.1) *tested*
(individual skills listed below)

- ☐ Students will identify similar and opposite meanings in words and will use the terms synonym and antonym when describing words.
- ☐ Students will identify more complex homonyms and homophones in context. It is expected that the application of this skill will be evident in writing.

- Students will recognize that words may have multiple meanings and will identify the intended meaning of words found in text.
- Students will demonstrate understanding of the concept of relationships through analogies.

Word strategies should be applied in all curricular areas.

Literary Comprehension

*The goal of reading is meaning. Comprehension is the ability to actively interpret text. It is demonstrated through understanding, remembering, reacting and communicating. Independent reading is critical to success, as is the ability to use and extract information from **literary and expository text**.*

- **Read alouds-** Students will actively participate in meaningful text discussion before, during and after reading **(R:B:6:2.2)** *see standard 5*
- **Connections- (R:RS:6:2.1)**
 - ☐ Students will connect story information or concepts to their own experiences (*text to self*) using prior knowledge and sensory images.
 - ☐ Students will connect information/concepts to other stories and across genres (*text to text*) using these tools: transition words, subheadings, bold/italicized print, parts of the book, chronological ordering, cause/effect, compare/contrast, proposition and support.
 - ☐ Students will demonstrate story information (*text to world*).
 - ☐ Students will cite specific information from text.
- **Identify story elements** - Students will identify or describe character(s), setting, problem/solution, major events, or plot, as appropriate to text **(R:LT:6:1.1)** *tested*
 - ☐ Students will identify any significant changes in character(s) or setting over time.
 - ☐ Students will identify rising action, climax, or falling action.
- **Characterization** - Students will describe characters' traits, motivation, or interactions, citing thought, words, or actions that reveal characters' traits, motivations, or their changes over time **(R:LT:6:2.2)** *tested*
- **Paraphrasing and summarizing** – Students will paraphrase or summarize key ideas/plot with major events sequenced, as appropriate to text **(R:LT:6:1.2)** *tested*
- **Monitor/clarify** - Students will monitor their reading through the use of semantic, syntactic and visual cues; self-correction will occur with cross checking of cues used **(R:RS:6:1.1)**
 - ☐ Students will use the concepts of skimming and scanning.
- **Graphic organizer** - Students will organize information through their creation of graphic organizers to show understanding **(R:IT:6:1.3)** *tested see standard 5*

- **Questioning strategies** – Students will generate questions before, during, and after reading to enhance understanding and recall **(R:LT:6:1.3)**
- **Prediction** – Students will explain or support logical predictions **(R:LT:6:2.1) tested**
- **Author’s purpose** - Students will identify author’s message or theme **(R:LT:6:2.5) tested**
- **Point of view**- Students will explain how the narrator’s point of view affects the reader’s interpretation **(R:LT:6:2.4) tested**
- **Comparison and contrast** - Students will compare stories or other texts to related personal experience, prior knowledge, or to other books **(R:LT:6:4.1) see standard 4**
- **Inferences** - Students will make inferences about cause/effect and external conflicts such as person versus person, person versus nature/society/fate, and person versus self **(R:LT:6:2.3) tested**
- **Genre** – Students will distinguish between a variety of genre both fiction and nonfiction. **(non-fiction skills found in standard 5)** *A variety of genres may be covered; however, the underlined genres must be introduced at this grade-level.*
 - ☐ Students will identify the characteristics of a variety of literary text including science fiction, myths, legends **(R:LT:6:1.4) see standard 4**
- **Reading level** The goal for each student is to read on grade level, however, it is expected that the teacher will utilize differentiated instruction and materials to instruct students in reading in order to move them closer to grade level reading.
 - ☐ Students will read sixth grade level text with accuracy and appropriate comprehension **(R:F&A:6:1.1)**
 - ☐ Students will read with appropriate silent and oral reading fluency rates as determined by text demands **(R:F&A:6:1.2)**
 - ☐ Students will read familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue **(R:F&A:6:1.3)**
- **Literary elements and devices** – **(R:LT:6:1.5) (R:LT:6:3.1) (R:LT:6:3.2)**
 - ☐ Students will **demonstrate understanding** of the literary terms: rhyme, simile, alliteration, dialogue, imagery, simple metaphor, flashback, onomatopoeia, repetition or idioms.
 - ☐ Students will **demonstrate knowledge** of the use of literary elements and devices: imagery, exaggeration, simile, metaphor, foreshadowing, or suspense. *tested*

Reading Enjoyment

Enjoyment of reading is critical to success in reading. It enhances motivation and a willingness to explore genres. This is an opportunity for teachers to model and share their reading life.

- **Self-selection** - students will self-select reading materials aligned with reading ability and personal interests **(R:B:6:2.1)** *see section 5*
- **Reading widely and extensively**
 - Students will read from a wide range of genres including primary and secondary sources, and from a variety of authors **(R:B:6:1.2)**
 - Students will read in-school and out-of-school (including summer vacation) **(R:B:6:1.1)**
 - Students will read multiple texts for depth of understanding an author, a subject, a theme, or genre **(R:B:6:1.3)**

Curriculum Standard # 2: (Writing)

“Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.”

General Writing

Writing is a means of communication. Students will develop a habit for writing for a variety of purposes and audiences in all curricular areas. Teacher modeling will ensure the process, the importance and the specific use of skills.

Selected pieces of writing will be developed through the writing process. This includes pre-writing, drafting, editing, revising, and publishing. Students should be given the opportunity to share their writing. Writing should be a part of daily language arts activities (W:HW:1), (W:HW6:2.1), (W:HW:6:2.2), (W:HW:6:2.3), (W:HW:6:2.4)

- **Spelling** - includes correct spelling of high frequency words and risk taking with unknown multi-syllabic words (W:C:6:1.5)
 - ☐ Students will demonstrate the correct spelling of high frequency words in all of their writing.
 - ☐ Students will apply word strategies in writing as well as reading.
- **Handwriting** - affects the ease with which writers are able to record their message as well as the readers' perception of the message
 - ☐ Students will use legible handwriting for all assignments unless typed.
- **Attitude** - Students' approach to the writing task correlates to his/her success in this area; successful writing requires risk taking, which should be encouraged.
- **Structure** – Students will demonstrate the command of the structures of sentences, paragraphs and text.
 - ☐ Students will use varied sentence length and structure (W:SL:6:1.1)
 - ☐ Students will use paragraph form: indenting, main idea, supporting details (W:SL:6:1.2)
 - ☐ Students will recognize organizational structures within paragraphs and text (W:SL:6:1.3)
 - ☐ Students will apply a format and text structure appropriate to the purpose of the writing (W:SL:6:1.4)
 - ☐ Students will be able to utilize a subject and predicate to enhance their writing.
 - ☐ Students will apply directionality of text when appropriate (ex. Newspaper articles, brochures) (W:SL:6:1.6)

- **Conventions** – Students will apply rules of standard English usage to correct grammatical errors pertaining to subject-verb agreement, irregular plurals, sentence fragments, run-ons, clear pronoun referent, consistency of verb tense, and irregular forms of verbs and nouns

(W:C:6:1.1)

This instruction will move from guided practice to independent application using the following:

- ☐ Students will apply basic capitalization rules (W:C:6:1.2)
- ☐ Students will use correct punctuation to clarify meaning (ex. commas, apostrophes, quotation marks)(W:C:6:1.4)
- ☐ Students will be able to utilize the following parts of speech: noun, verb, adjective, article, adverb, pronoun, preposition, conjunction, and interjection to enhance their writing.

- **Response to text-** in response to literary or informational text, students make and support analytical judgments about text

- ☐ Students will state and maintain a focus, a firm judgment, or point of view when responding to a given question (W:RC:6:2.1)
- ☐ Students will make inferences about the relationship among content, events, characters, setting, theme or author’s craft (W:RC:6:2.2)
- ☐ Students will use specific details and references to text or relevant citations to support focus or judgment (W:RC:6:2.3)
- ☐ Students will organize ideas, using transition words/phrases and by writing a conclusion that provides closure (W:RC:6:2.4)
- ☐ Students will select appropriate information to set context and summarize key ideas (W:RC:6:1.1) (W:RC:6:1.2)
- ☐ Students will connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas (W:RC:6:1.3)

Narrative Writing

- **Narrative writing** – In written narratives, students organize and relate a story line/plot/series of events

- ☐ Students will create a clear and coherent story line (W:EW:6:1.1)
- ☐ Students will establish context, character motivation, problem/conflict/challenge, resolution, and maintain point of view of 1st person, 3rd person limited or omniscient (W:EW:6:1.2)
- ☐ Students will use a variety of effective transitional devices including ellipses, time transitions and white space to enhance meaning (W:EW:6:1.3)
- ☐ Students will use relevant and descriptive details and sensory language to advance plot and story line (W:EW:6:2.1)

- ❑ Students will use dialogue to advance plot and story line (W:EW:6:2.2)
- ❑ Students will develop characters through description, dialogue and actions (W:EW:6:2.3)
- ❑ Students will use voice appropriate to purpose (W:EW:6:2.4)
- ❑ Students will maintain focus (W:EW:6:2.5)
- ❑ Students will select and elaborate important ideas, excluding extraneous details (W:EW:6:2.6)

Informational Writing

• **Informational writing** – In informational writing, students organize ideas and concepts:

- ❑ Students will use organizational text structure appropriate to focus/controlling idea (W:IW:6:1.1)
- ❑ Students will select appropriate information to set context, which will include a lead/hook (W:IW:6:1.2)
- ❑ Students will use transition words and phrases appropriate to the organizational structure of the text (W:IW:6:1.3)
- ❑ Students will write an effective conclusion (W:IW:6:1.4)
- ❑ Students will establish a topic (W:IW:6:2.1)
- ❑ Students will state and maintain a focus/controlling idea on a topic (W:IW:6:2.2)
- ❑ Students will list and cite sources using standard MLA format.
- ❑ Students will include facts and details relevant to focus/controlling idea and excluding extraneous information (W:IW:6:3.1)
- ❑ Students will include sufficient details or facts to indicate depth of information (W:IW:6:3.2)
- ❑ Students will address readers' concerns including: counterarguments in persuasive writing, potential problems in procedures and providing context in reports (W:IW:6:3.3)
- ❑ Students will comment on the significance of information (W:IW:6:3.4)

Curriculum Standard # 3: (Speaking, Listening and Viewing)

“Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.”

Oral Communication Skills

The process of communication involves both expressive and receptive modes. Effective oral communication encompasses the ability to convey information, respond to others and share conversation. Listening and viewing are receptive processes, which expand from a literal intake of information to analysis, synthesis and application of information or ideas. These communication modalities benefit from a focused instruction with guided practice.

- **Directions** - Students will listen to and respond appropriately to directions **(W:OC:6:1.1)**
- **Questions** - Students will summarize, paraphrase, question, or contribute to information presented **(W:OC:6:1.2)**
- **Respect** - Students will demonstrate respect for a speaker and topic through listening appropriately, being a good audience and contributing relevant and constructive responses **(W:OC:6:1.4)**
- **Problem Solving** – Students will reach a consensus to solve a problem, make a decision, and achieve a goal. **(W:OC:6:1.5)**
- **Communication** –
 - ☐ Students will express their needs appropriately.
 - ☐ Students will contribute to small and large group discussions **(W:OC:6:2.1)**
 - ☐ Students will remain on topic during conversation and recognize and respond appropriately to verbal and non-verbal cues **(W:OC:6:2.2)**
 - ☐ Students will make detailed oral presentations using visual aids **(W:OC:6:2.3)**
 - ☐ Students will effectively respond to audience questions and feedback **(W:OC:6:2.4)**
 - ☐ Students will make oral presentations using a variety of strategies of address (eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm and gesture) to communicate ideas effectively **(W:OC:6:2.5)**
- **Note taking** - Students will use the concept of note taking as a strategy for organizing information for speaking, viewing or listening.
- **Media and Technology** - Students will listen and respond informally and formally to messages delivered through a variety of media sources. Students will use available technology that supports application of reading, writing, listening and speaking skills.

Curriculum Standard # 4: (Literature)

“Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.”

Literature

The role of literature in the classroom is multifaceted. Literature may be used for enjoyment, information and developing an appreciation of the world around us. Specific skill instruction in this area should emphasize critical thinking, analytical and interpretation skills. Read alouds and independent reading will encourage students to view reading as a life long practice.

- **Enjoyment** - Students will demonstrate an enjoyment of a variety of literature through active response and/or discussion.
- **Respect**- Students will demonstrate respect of differing opinions, experiences and points of view as it relates to various literary works.
- **Response/Participation** - Students will respond independently to literature through a variety of activities such as oral discussion, book talks, literature circles, writing/drawing, drama, music, technology, dance or project construction.
 - ☐ Students will relate literary texts to their own experiences, prior knowledge and other texts **(R:LT:6:4.1)** *see standard 2*
 - ☐ Students will support connections and judgments (interpretive, analytical, evaluative or reflective) with relevant details **(R:LT:6:4.2)**
 - ☐ Students will enhance their understanding of curricular themes/topics through literature response.
- **Genre** - Students will demonstrate a basic understanding of the characteristics of a variety of genres **(R:LT:6:1.4)** *see standard 2*

Curriculum Standard # 5: English Language Use (Research, Library, Study Skills)

“Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening and viewing to gather and organize information in a variety of subject areas.”

Informational Comprehension

The ability to communicate effectively involves the use of all interactive language processes to gather, organize and communicate information. This skill should be evidenced in a number of subject areas through the use of media, technology and other techniques. (R:B:6:2.2) tested-see standard one

• Comprehension

- ☐ Students will use information from the text to answer questions to state the main/central ideas, or to provide supporting details **(R:IT:6:1.2) tested**
- ☐ Students will organize information to show understanding through charting, mapping, paraphrasing, summarizing or comparing/contrasting **(R:IT:6:1.3) tested**
- ☐ Students will generate questions before, during and after reading to enhance understanding and recall **(R:IT:6:1.4)**

• Fact and opinion- Students will distinguish fact from opinion and identify possible bias/propaganda **(R:IT:6:2.4) tested (see information literacy skills)**

• Varied resources –

- ☐ Students will identify the characteristics of a variety of types of text including - **reference:** thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, encyclopedias
practical: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets to access information **(R:IT:6:1.5)**

Library –Students will research by reading multiple sources to report information, to solve a problem, or to make a decision or formulate a judgment

- ☐ Students will independently identify potential sources of information using library resources **(R:B:6:3.1) see below**
- ☐ Students will obtain information from text features (table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations **(R:IT:6:1.1a) tested (see below)**

- **Information literacy skills** –Students will research by reading multiple sources to report information, to solve a problem, to make a decision or to formulate a judgment. Students will demonstrate an understanding of the role of media in society.
 - Students will independently identify potential sources of information using library resources **(R:B:6:3.1)** *see above*
 - Students will evaluate information presented in terms of relevance **(R:B:6:3.2)**
 - Students will gather, organize, analyze and interpret the information **(R:B:6:3.3)**
 - Students will use evidence to support conclusions **(R:B:6:3.4)**
 - Students will **obtain information from text features** (ex. maps, diagrams, tables, captions, timelines, citations or transitional devices) **(R:IT:6:1.1b)** *(see above)*
 - Students will analyze and interpret informational text by connecting information within a text or across text **(R:IT:6:2.1)** *tested*
 - Students will synthesize information within or across text **(R:IT:6:2.2)** *tested*
 - Students will draw inferences about text, including author’s purpose or message, or forming and supporting opinions/judgments and assertions about central ideas that are relevant **(R:IT:6:2.3)** *tested*
 - Students will distinguish fact from opinion and identify possible bias/propaganda **(R:IT:6:2.4)**
 - Students will make inferences about causes or effects **(R:IT:6:2.5)** *tested*

- **Self-selection** –
 - **Students will self-select reading materials aligned with reading ability and personal interest** **(R:B:6:2.1)** *see section one*

Grade 7

Grade 7

Curriculum Standard #1 (Reading)

“Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.”

Word Recognition/Vocabulary

Word recognition and vocabulary play an important part in learning to read. Word recognition consists of the ability to utilize cue sources (semantic, syntactic, and visual) and strategies to identify words in print. Vocabulary refers to the words readers need to communicate effectively. It encompasses the modalities of listening, speaking, reading and writing.

• **Reading is meaning** – Students will show proficiency by using vocabulary appropriately in context. **(R:V:7:2.2) tested**

• **Word strategies** - Students will demonstrate knowledge of word attack skills/strategies to unlock the meaning of different words. The skills listed will be taught through modeling, guided practice and independent application. **(R:V:7:1.1) tested**

- ☐ Students will identify common base words, common roots or word origins, context clues
- ☐ Students will identify common prefixes and will demonstrate an understanding of how prefixes impact meaning.
- ☐ Students will identify common suffixes and will demonstrate an understanding of how suffixes impact meaning.
- ☐ Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:WID:7:1.1).

• **Word relationships** - Students will be able to describe words in terms of categories, functions or features; students will recognize shades of meaning **(R:V:7:2.1) tested**
(individual skills listed below)

- ☐ Students will identify similar and opposite meanings in words and will use the terms synonym and antonym when describing words.
- ☐ Students will identify more complex homonyms and homophones in context. It is expected that application of this skill will be evident in writing.
- ☐ Students will recognize that words may have multiple meanings and will identify the intended meaning of words found in text.

- Students will demonstrate understanding of the concept of relationships through analogies.

Word strategies should be applied in all curricular areas.

Literary Comprehension

*The goal of reading is meaning. Comprehension is the ability to actively interpret text. It is demonstrated through understanding, remembering, reacting and communicating. Independent reading is critical to success as is the ability to use and extract information from **literary and expository text**.*

- **Read alouds-** Students will actively participate in meaningful text discussion before, during and after reading, as appropriate **(R:B:7:2.2)** *see standard 5*
- **Connections-** **(R:RS:7:2.1)**
 - ☐ Students will connect story information or concepts to their own experiences (***text to self***) using prior knowledge and sensory images.
 - ☐ Students will connect information/concepts to other stories and across genres (***text to text***) using these tools: transition words, subheadings, bold/italicized print, parts of the book, chronological ordering, cause/effect, compare/contrast, proposition and support.
 - ☐ Students will demonstrate story information (***text to world***).
 - ☐ Students will cite specific information from text.
- **Identify story elements** - Students will identify or describe character(s), setting, problem/solution, major events, or plot, as appropriate to text **(R:LT:7:1.1)** *tested*
 - ☐ Students will identify any significant changes in character(s) **or setting**, over time.
 - ☐ Students will identify rising action, climax, or falling action.
- **Characterization** - Students will describe characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time **(R:LT:7:2.2)** *tested*
- **Paraphrasing and summarizing** – Students will paraphrase or summarize key ideas/plot with major events sequenced, as appropriate to text **(R:LT:7:1.2)** *tested*
- **Monitor/clarify** - Students will monitor their reading through the use of semantic, syntactic and visual cues; self-correction will occur with cross checking **(R:RS:7:1.1)**
 - ☐ Students will use the concepts of skimming and scanning.
- **Graphic organizer** - Students will organize information through their creation of graphic organizers to show understanding **(R:IT:7:1.3)** *tested see standard 5*

- **Questioning strategies** – Students will generate questions before, during, and after reading to enhance understanding and recall (R:LT:7:1.3).
- **Prediction** – Students will explain or support logical predictions (R:LT:7:2.1) *tested*
- **Author's purpose** - Students will explain how the author's message or theme is supported within the text (R:LT:7:2.5) *tested*
- **Point of view**- Students will explain how the narrator's point of view affects the reader's interpretation (R:LT:7:2.4) *tested*
- **Comparison and contrast** - Students will compare stories or other texts to related personal experience, prior knowledge, or to other books (R:LT:7:4.1) *see standard 4*
- **Inferences** - Students will make inferences about cause/effect and internal and external conflicts such as person versus person, person versus nature/society/fate, and person versus self *or the relationship among elements within text* (R:LT:7:2.3) *tested*
- **Genre** – Students will distinguish between a variety of genre both fiction and nonfiction (*non-fiction skills found in standard 5*). *A variety of genres may be covered; however, the underlined genres must be introduced at this grade-level.*
 - ☐ Students will identify the characteristics of a variety of literary text including short stories (R:LT:7:1.4) *see standard 4*
- **Reading level** The goal for each student is to read on grade level, however, it is expected that the teacher will utilize differentiated instruction and materials to instruct students in reading in order to move them closer to grade level reading.
 - ☐ Students will read seventh grade level text with accuracy and appropriate comprehension (R:F&A:7:1.1)
 - ☐ Students will read with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (R:F&A:7:1.2)
 - ☐ Students will read familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (R:F&A:7:1.3)
- **Literary elements and devices** – [(R:LT:7:1.5) (R:LT:7:3.2)] (R:LT:7:3.1) *tested*
 - ☐ Students will demonstrate understanding of the literary terms: rhyme scheme, alliteration, simile, dialogue, metaphors, onomatopoeia, repetition or idioms to analyze literary works.
 - ☐ Students will demonstrate knowledge of use of the literary elements and devices: imagery, exaggeration, repetition, flashback, foreshadowing, or personification to analyze literary works. *tested*

Reading Enjoyment

Enjoyment of reading is critical to success in reading. It enhances motivation and a willingness to explore genres. This is an opportunity for teachers to model and share their reading life.

- **Self-selection** - students will self-select reading materials aligned with reading ability and personal interests **(R:B:7:2.1)** *see section 5*
- **Reading widely and extensively**
 - Students will read from a wide range of genres **including primary and secondary sources**, and from a variety of authors **(R:B:7:1.2)**
 - Students will read in-school and out-of-school (including summer vacation) **(R:B:7:1.1)**
 - Students will read multiple texts for depth of understanding an author, a subject, a theme, or genre **(R:B:7:1.3)**

Curriculum Standard # 2: (Writing)

“Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.”

General Writing

Writing is a means of communication. Students write to develop a habit for writing for a variety of purposes and audiences in all curricular areas. Teacher modeling will ensure the process, the importance and the specific use of skills.

Selected pieces of writing will be developed through the writing process. This includes pre-writing, drafting, editing, revising, and publishing. Students should be given the opportunity to share their writing. Writing should be a part of daily language arts activities (W:HW:1), (W:HW:7:2.1), (W:HW:7:2.2), (W:HW:7:2.3), (W:HW:7:2.4)

- **Spelling** - includes correct spelling of high frequency words and risk taking with unknown multi-syllabic words (W:C:7:1.5) *tested*
 - ☐ Students will demonstrate the correct spelling of high frequency words and risk taking with unknown multi-syllabic words in all of their writing.
 - ☐ Students will apply word strategies in writing as well as reading.
 - ☐ Students will apply conventional spelling patterns/rules (for ex. consonant doubling, consonant patterns, units of meaning- common roots, base words, prefixes, suffixes)
- **Handwriting** - affects the ease with which writers are able to record their message as well as the readers' perception of the message
 - ☐ Students will use legible handwriting for all assignments unless typed.
- **Attitude** - Students' approach to the writing task correlates to his/her learning in this area; successful writing requires risk taking, which should be encouraged.
- **Structure** – Students will demonstrate the command of the structures of sentences, paragraphs and text.
 - ☐ **Students** will use varied sentence length and structure (W:SL:7:1.1) *tested*
 - ☐ **Students** will use paragraph form: indenting, main idea, supporting details (W:SL:7:1.2) *tested*
 - ☐ Students will recognize organizational structures within paragraphs or within text (ex. description, sequence, chronology, proposition/support, compare/contrast, problem/solution) (W:SL:7:1.3) *tested*
 - ☐ Students will apply a format and text structure appropriate to the purpose of the writing (W:SL:7:1.4) *tested*
 - ☐ Students will be able to utilize a subject and predicate to enhance their writing.

- Students will apply directionality of text when appropriate (ex. newspaper articles, brochures) **(W:SL:7:1.6)**

• **Conventions** – Students will apply rules of standard English usage to correct grammatical errors pertaining to subject-verb agreement, irregular plurals, sentence fragments, run-ons, clear pronoun referent, consistency of verb tense, and irregular forms of verbs and nouns

(W:C:7:1.1) tested

This instruction will move from guided practice to independent application using the following:

- Students will apply basic capitalization rules **(W:C:7:1.2) tested**
- Students will apply appropriate punctuation to various sentence patterns to enhance meaning (colons, semicolons) **(W:C:7:1.4) tested**
- Students will be able to utilize the following parts of speech: noun, verb, adjective and article, adverb, pronoun, preposition, conjunction, interjection to enhance their writing.

• **Response to text-** in response to literary or informational text, students make and support analytical judgments about text

- Students will state and maintain a focus, a firm judgment, or point of view when responding to a given question **(W:RC:7:2.1) tested**
- Students will make inferences about the relationship among content, events, characters, setting, theme or author's craft (ex. making links between characterization and author's choice of words; making links to characteristics of liter forms or genres)**(W:RC:7:2.2) tested**
- Students will use specific details and references to text or relevant citations to support focus or judgment **(W:RC:7:2.3) tested**
- Students will organize ideas, using transition words/phrases and by writing a conclusion that provides closure **(W:RC:7:2.4) tested**
- Students will select and summarize key ideas to set context **(W:RC:7:1.1) tested**
- Students will connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas **(W:RC:7:1.3) tested**

Narrative Writing

• **Narrative writing** – In written narratives, students organize and relate a story line/plot/series of events

- Students will create a clear and coherent story line **(W:EW:7:1.1) tested**
- Students will establish context, character motivation, problem/conflict/challenge, resolution, and maintain point of view of 1st person, 3rd person limited or omniscient **(W:EW:7:1.2) tested**
- Students will use a variety of effective transitional devices including ellipses, time transitions and white space to enhance meaning **(W:EW:7:1.3) tested**

- ☐ Students will establish and maintain a theme (W:EW:7:1.5)
- ☐ Students will provide a sense of closure (W:EW:7:1.6)
- ☐ Students will use relevant and descriptive details and sensory language to advance plot/story line (W:EW:7:2.1) *tested*
- ☐ Students will use dialogue to advance plot/story line (W:EW:7:2.2) *tested*
- ☐ Students will develop characters through description, dialogue and actions (W:EW:7:2.3) *tested*
- ☐ Students will use voice appropriate to purpose (W:EW:7:2.4) *tested*
- ☐ Students will maintain focus (W:EW:7:2.5) *tested*
- ☐ **Students will select and elaborate important ideas, excluding extraneous details (W:EW:7:2.6)**

Informational Writing

• **Informational writing** – In informational writing, students organize ideas and concepts.

- ☐ Students will use organizational text structure appropriate to focus/controlling idea (ex. description, sequence, chronology, proposition/support, compare/contrast, problem/solution) (W:IW:7:1.1) *tested*
- ☐ Students will select appropriate information to set context, which will include a lead/hook (W:IW:7:1.2) *tested*
- ☐ Students will use transition words and phrases appropriate to the organizational structure of the text (W:IW:7:1.3) *tested*
- ☐ Students will write an effective conclusion (W:IW:7:1.4) *tested*
- ☐ **Students will establish a topic (W:IW:7:2.1) *tested***
- ☐ Students will state and maintain a focus/controlling idea on a topic (W:IW:7:2.2) *tested*
- ☐ Students will list and cite sources using standard MLA format.
- ☐ Students will write with a sense of audience (W:IW:7:2.3) *tested*
- ☐ Students will include facts and details relevant to focus/controlling idea and excluding extraneous information (W:IW:7:3.1) *tested*
- ☐ Students will include sufficient details or facts to indicate depth of information (W:IW:7:3.2) *tested*
- ☐ Students will address readers' concerns including: counterarguments in persuasive writing, potential problems in procedures and providing context in reports (W:IW:7:3.3) *tested*
- ☐ Students will comment on the significance of information (W:IW:7:3.4) *tested*

Expressive Writing

- **Expressive Writing** – In writing poetry, students demonstrate awareness of their purpose.
 - Students will write poems that express speakers moods, thoughts, or feelings **(W:EW:7:3.2)**
 - Students will choose conventional or alternative text structures to achieve impact (ex. free verse, haiku, concrete poems) **(W:EW:7:3.3)**

Curriculum Standard # 3: (Speaking, Listening and Viewing)

“Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.”

Oral Communication Skills

The process of communication involves both expressive and receptive modes. Effective oral communication encompasses the ability to convey information, respond to others and share conversation. Listening and viewing are receptive processes, which expand from a literal intake of information to analysis, synthesis and application of information or ideas. These communication modalities benefit from a focused instruction with guided practice.

- **Directions** - Students will listen to and respond appropriately to directions **(W:OC:7:1.1)**
- **Questions** - Students will ask questions using higher-order thinking skills **(W:OC:7:1.2)**
- **Respect** - Students will demonstrate respect for a speaker and topic through listening appropriately, being a good audience and contributing relevant and constructive responses **(W:OC:7:1.4)**
- **Problem Solving** – Students will reach a consensus to solve a problem, make a decision, and achieve a goal. **(W:OC:7:1.5)**
- **Communication** –
 - ☐ Students will express their needs appropriately.
 - ☐ Students will contribute to small and large group discussions **(W:OC:7:2.1)**
 - ☐ Students will remain on topic during conversation and recognize and respond appropriately to verbal and non-verbal cues **(W:OC:7:2.2)**
 - ☐ Students will make detailed oral presentations using visual aids **(W:OC:7:2.3)**
 - ☐ **Students will effectively respond to audience questions and feedback (W:OC:7:2.4)**
 - ☐ **Students will make oral presentations using a variety of strategies of address (eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm and gesture) to communicate ideas effectively (W:OC:7:2.5)**
- **Note taking** - Students will use the concept of note taking as a strategy for organizing information for speaking, viewing or listening.
- **Media and Technology** - Students will listen and respond informally and formally to messages delivered through a variety of media sources. Students will use available technology that supports application of reading, writing, listening and speaking skills.

Curriculum Standard # 4: (Literature)

“Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.”

Literature

The role of literature in the classroom is multifaceted. Literature may be used for enjoyment, information and developing an appreciation of our world around us. Specific skill instruction in this area should emphasize critical thinking, analytical and interpretation skills. Read alouds and independent reading will encourage students to view reading as a life long practice.

- **Enjoyment** - Students will demonstrate an enjoyment of a variety of literature through active response and/or discussion.
- **Respect**- Students will demonstrate respect of differing opinions, experiences and points of view as it relates to various literary works.
- **Response/Participation** - Students will respond independently to literature through a variety of activities such as oral discussion, book talks, literature circles, writing/drawing, drama, music, technology, dance or project construction.
 - Students will relate literary texts to their own experiences, prior knowledge and other texts **(R:LT:7:4.1)** *see standard 2*
 - Students will support connections and judgments (interpretive, analytical, evaluative or reflective) with relevant details **(R:LT:7:4.2)**
 - Students will enhance their understanding of curricular themes/topics through literature response.
- **Genre** - Students will demonstrate a basic understanding of the characteristics of a variety of genres **(R:LT:7:1.4)** *see standard 2*

Curriculum Standard # 5: English Language Use (Research, Library, Study Skills)

“Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening and viewing to gather and organize information in a variety of subject areas.”

Informational Comprehension

The ability to communicate effectively involves the use of all interactive language processes to gather, organize and communicate information. This skill should be evidenced in a number of subject areas through the use of media, technology and other techniques. (R:B:7:2.2)

• Comprehension

- ☐ Students will use information from the text to answer questions to state the main/central ideas, or to provide supporting details (R:IT:7:1.2) *tested*
- ☐ Students will organize information to show understanding of main/central ideas or details within text through charting, mapping, paraphrasing, summarizing or comparing/contrasting (R:IT:7:1.3) *tested*
- ☐ Students will generate questions before, during and after reading to enhance understanding and recall (R:IT:7:1.4)

- **Fact and opinion-** Students will distinguish fact from opinion and identify possible bias/propaganda and conflicting information within or across text (R:IT:7:2.4) *tested*

• Varied resources –

- ☐ Students will identify the characteristics of a variety of types of text including -
reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals
practical: instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets
-to access information (R:IT:7:1.5)

Library –Students will research by reading multiple sources to report information, to solve a problem, or to make a decision or formulate a judgment.

- ☐ Students will independently use library resources to locate information (R:B:7:3.1) *see below*
- ☐ Students will obtain information from text features (table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, sub headings, graphic organizers, charts, graphs, or illustrations (R:IT:7:1.1) *tested (see below)*

- **Information literacy skills** –Students will research by reading multiple sources to report information, to solve a problem, to make a decision or to formulate a judgment. Students will demonstrate an understanding of the role of media in society.
 - Students will independently use resources to locate information **(R:B:7:3.1)** *see above*
 - Students will evaluate information presented in terms of relevance **(R:B:7:3.2)**
 - Students will gather, organize, analyze and interpret the information **(R:B:7:3.3)**
 - Students will use evidence to support conclusions **(R:B:7:3.4)**
 - Students will obtain information from text features (ex. maps, diagrams, tables, captions, timelines, citations or transitional devices) **(R:IT:7:1.1)** *tested (see above)*
 - Students will explain connections about information within a text, across text, or to related ideas **(R:IT:7:2.1)** *tested*
 - Students will synthesize and evaluate information within or across text (ex. constructing appropriate titles; or formulating assertions or controlling ideas) **(R:IT:7:2.2)** *tested*
 - Students will draw inferences about text, including author’s purpose or message, or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant **(R:IT:7:2.3)** *tested*
 - Students will distinguish fact from opinion and identify possible bias/propaganda or conflicting information within or across texts **(R:IT:7:2.4)** *tested*
 - Students will make inferences about causes or effects **(R:IT:7:2.5)** *tested*
 - Students will evaluate the clarity and accuracy of information **(R:IT:7:2.6)**

- **Self-selection** –
 - Students will self-select reading materials aligned with reading ability and personal interest **(R:B:7:2.1)**

Grade 8

Grade 8

Curriculum Standard #1 (Reading)

“Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.”

Word Recognition/Vocabulary

Word recognition and vocabulary play an important part in learning to read. Word recognition consists of the ability to utilize cue sources (semantic, syntactic, and visual) and strategies to identify words in print. Vocabulary refers to the words readers need to communicate effectively. It encompasses the modalities of listening, speaking, reading and writing.

• **Reading is meaning** – Students will show proficiency by using vocabulary appropriately in context. **(R:V:8:2.2) tested**

• **Word strategies** - Students will demonstrate knowledge of word attack skills/strategies to unlock the meaning of different words. The skills listed will be taught through modeling, guided practice and independent application. **(R:V:8:1.1) tested**

- ☐ Students will identify common base words, common roots and word origins **or context clues.**
- ☐ Students will identify common prefixes and will demonstrate an understanding of how prefixes impact meaning.
- ☐ Students will identify common suffixes and will demonstrate an understanding of how suffixes impact meaning.
- ☐ **Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:WID:8:1.1).**

• **Word relationships** - Students will be able to describe words in terms of categories, functions or features; students will recognize shades of meaning **(R:V:8:2.1) tested**
(individual skills listed below)

- ☐ Students will identify similar and opposite meanings in words and will use the terms synonym and antonym when describing words.
- ☐ Students will identify more complex homonyms and homophones in context. It is expected that application of this skill will be evident in writing.
- ☐ Students will recognize that words may have shades of meanings and will identify the intended meaning of words found in text.
- ☐ Students will demonstrate understanding of the concept of relationships through analogies.

- Students will identify word origins and demonstrate knowledge of words **from other languages** that have been adopted into English.

Word strategies should be applied in all curricular areas.

Literary Comprehension

*The goal of reading is meaning. Comprehension is the ability to actively interpret text. It is demonstrated through understanding, remembering, reacting and communicating. Independent reading is critical to success as is the ability to use and extract information from **literary and expository text**.*

- **Read alouds-** Students will actively participate in meaningful text discussion before, during and after reading, as appropriate **(R:B:8:2.2)** *see standard 5*
- **Connections- (R:RS:8:2.1)**
 - ☐ Students will connect story information or concepts to their own experiences (***text to self***) using prior knowledge and sensory images.
 - ☐ Students will connect information/concepts to other stories and across genres (***text to text***) using these tools: transition words, subheadings, bold/italicized print, parts of the book, chronological ordering, cause/effect, compare/contrast, proposition and support.
 - ☐ Students will demonstrate story information (***text to world***).
 - ☐ Students will cite specific information from text.
- **Identify story elements** - Students will identify or describe character(s), setting, problem/solution, major events, plot, or subplots as appropriate to text **(R:LT:8:1.1)** *tested*
 - ☐ Students will identify any significant changes in character(s) **or setting** over time.
 - ☐ Students will identify rising action, climax, or falling action.
- **Characterization** - Students will describe characters' traits, motivation, or interactions, citing thought, words, or actions that reveal characters' traits, motivations, or their changes over time **(R:LT:8:2.2)** *tested*
 - ☐ Students will describe characterization such as stereotype, antagonist, protagonist.
- **Paraphrasing and summarizing** – Students will paraphrase or summarize key ideas/plot with major events sequenced, as appropriate to text **(R:LT:8:1.2)** *tested*
- **Monitor/clarify** - Students will monitor their reading through the use of semantic, syntactic and visual cues; self-correction will occur with cross checking of cues used **(R:RS:8:1.1)**
 - ☐ Students will use the concepts of skimming and scanning.

- **Graphic organizer** - Students will organize information through their creation of graphic organizers and the use of outlining to show understanding **(R:IT:8:1.3) tested -see standard 5**
 - Students will show relationships among facts, ideas, and events.
- **Questioning strategies** – Students will generate questions before, during, and after reading to enhance understanding and recall **(R:LT:8:1.3).**
- **Prediction** – Students will explain or support logical predictions **(R:LT:8:2.1) tested**
- **Author’s purpose** - Students will explain how the author’s message or theme (which may include universal themes) is supported within the text **(R:LT:8:2.5)**
- **Point of view**- Students will explain how the narrator’s point of view affects the reader’s interpretation **(R:LT:8:2.4) tested**
- **Comparison and contrast** - Students will compare stories or other texts to related personal experience, prior knowledge, or to other books **(R:LT:8:4.1) see standard 4**
- **Inferences** - Students will make inferences about cause/effect and internal and external conflicts such as person versus person, person versus nature/society/fate, and person versus self **(R:LT:8:2.3) tested**
- **Genre** – Students will distinguish between a variety of genre both fiction and nonfiction (non-fiction skills found in standard 5). *A variety of genres may be covered; however, the underlined genres must be introduced at this grade-level.*
 - Students will identify the characteristics of a variety of literary text including epics(novels, drama, poems) **(R:LT:8:1.4) see standard 4**
- **Reading level** The goal for each student is to read on grade level; however, it is expected that the teacher will utilize differentiated instruction and materials to instruct students in reading in order to move them closer to grade level reading.
 - Students will read eighth grade level text with accuracy and appropriate comprehension **(R:F&A:8:1.1)**
 - Students will read with appropriate silent and oral reading fluency rates as determined by text demands **(R:F&A:8:1.2)**
 - Students will read familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue **(R:F&A:8:1.3)**
- **Literary elements and devices** – **(R:LT:8:1.5) (R:LT:8:3.1) tested**
 - Students will *demonstrate understanding* of the literary terms: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition or personification or hyperbole.

- Students will demonstrate knowledge of author's style or the use of literary elements and devices: imagery, repetition, flashback, foreshadowing, or personification, hyperbole, symbolism, or the use of punctuation to *analyze* literary works. *tested*

Reading Enjoyment

Enjoyment of reading is critical to success in reading. It enhances motivation and a willingness to explore genres. This is an opportunity for teachers to model and share their reading life.

- **Self-selection** - students will self-select reading materials aligned with reading ability and personal interests **(R:B:8:2.1)** *see section 5*
- **Reading widely and extensively**
 - ☐ Students will read from a wide range of genres **including primary and secondary sources**, and from a variety of authors **(R:B:8:1.2)**
 - ☐ Students will read in-school and out-of-school (including summer vacation) **(R:B:8:1.1)**
 - ☐ Students will read multiple texts for depth of understanding an author, a subject, a theme, or genre **(R:B:8:1.3)**

Curriculum Standard # 2: (Writing)

“Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.”

General Writing

Writing is a means of communication. Students will develop a habit for writing for a variety of purposes and audiences in all curricular areas. Teacher modeling will ensure the process, the importance and the specific use of skills.

Selected pieces of writing will be developed through the writing process. This includes pre-writing, drafting, editing, revising, and publishing. Students should be given the opportunity to share their writing. Writing should be a part of daily language arts activities (W:HW:1), (W:HW:8:2.1), (W:HW:8:2.2), (W:HW:8:2.3), (W:HW:8:2.4)

- **Spelling** -includes applying correct conventional and word derivative spelling patterns/rules (including foreign derivation) (W:C:8:1.5)
 - ☐ Students will demonstrate the correct spelling of high frequency words in all of their writing.
 - ☐ Students will apply word strategies in writing as well as reading.
- **Handwriting** - affects the ease with which writers are able to record their message as well as the readers’ perception of the message
 - ☐ Students will use legible handwriting for all assignments unless typed.
- **Attitude** - Students’ approach to the writing task correlates to his/her learning in this area; successful writing requires risk taking, which should be encouraged.
- **Structure** – Students will demonstrate the command of the structures of sentences, paragraphs and text.
 - ☐ Students will use varied sentence length and structure (W:SL:8:1.1) *tested*
 - ☐ **Students** will use paragraph form: indenting, main idea, supporting details(W:SL:8:1.2) *tested*
 - ☐ Students will recognize organizational structures within paragraphs and text including: description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause effect, investigation (W:SL:8:1.3) *tested*
 - ☐ Students will apply a format and text structure appropriate to the purpose of the writing (W:SL:8:1.4) *tested*
 - ☐ Students will be able to utilize a subject and predicate to enhance their writing.
 - ☐ Students will apply directionality of text when appropriate (ex. newspaper articles, brochures) (W:SL:8:1.6)

- **Conventions** – Students will apply rules of standard English usage to correct grammatical errors pertaining to subject-verb agreement, irregular plurals, sentence fragments, run-ons, clear pronoun antecedent, consistency of verb tense, and irregular forms of verbs, nouns, and case of pronouns (W:C:8:1.1) *tested*

This instruction will move from guided practice to independent application using the following:

- ☐ Students will apply basic capitalization rules (W:C:8:1.2) *tested*
- ☐ Students will apply appropriate punctuation to various sentence patterns to enhance meaning (hyphens, dashes, parentheses) (W:C:8:1.4) *tested*
- ☐ Students will be able to utilize the following parts of speech: noun, verb, adjective and article, adverb, pronoun, preposition, conjunction, interjection to enhance their writing.

- **Response to text**- in response to literary or informational text, students make and support analytical judgments about text

- ☐ Students will state and maintain a focus, a firm judgment, or point of view when responding to a given question (W:RC:8:2.1) *tested*
- ☐ Students will make inferences about the relationship among content, events, characters, setting, theme or author's craft making links to author's choice of words, style, bias, literary techniques, or point of view (W:RC:8:2.2) *tested*
- ☐ Students will use specific details and references to text or relevant citations to support focus or judgment (W:RC:8:2.3) *tested*
- ☐ Students will organize ideas, using transition words/phrases and drawing a conclusion by synthesizing information (demonstrating a connection to the broader world of ideas) (W:RC:8:2.4) *tested*
- ☐ Students will select and summarize key ideas to set context (W:RC:8:1.1) *tested*
- ☐ Students will connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas (W:RC:8:1.3) *tested*

Narrative Writing

- **Narrative writing** – In written narratives, students organize and relate a story line/plot/series of events

- ☐ Students will create a clear and coherent story line (W:EW:8:1.1) *tested*
- ☐ Students will establish context, character motivation, problem/conflict/challenge, resolution, and maintain point of view of 1st person, 3rd person limited or omniscient (W:EW:8:1.2) *tested*
- ☐ Students will use a variety of effective transitional devices including ellipses, time transitions and white space to enhance meaning (W:EW:8:1.3) *tested*
- ☐ Students will establish and maintain a theme (W:EW:8:1.5)

- ❑ Students will provide a sense of closure (W:EW:8:1.6)
- ❑ Students will create images and use relevant and descriptive details and sensory language to advance plot/story line (W:EW:8:2.1) *tested*
- ❑ Students will use dialogue to advance plot and story line (W:EW:8:2.2) *tested*
- ❑ Students will develop characters through description, dialogue, actions, and relationships with other characters when appropriate (W:EW:8:2.3) *tested*
- ❑ Students will use voice appropriate to purpose (W:EW:8:2.4) *tested*
- ❑ Students will maintain focus (W:EW:8:2.5) *tested*
- ❑ Students will select and elaborate important ideas, excluding extraneous details (W:EW:8:2.6)
- ❑ Students will control the pace of the story (W:EW:8:2.7)

Informational Writing

• **Informational writing** – In informational writing, students organize ideas and concepts.

- ❑ Students will use organizational text structure appropriate to focus/controlling idea including cause and effect and investigation (W:IW:8:1.1) *tested*
- ❑ Students will select appropriate information to set context, which will include a lead/hook (W:IW:8:1.2) *tested*
- ❑ Students will use transition words and phrases appropriate to the organizational structure of the text (W:IW:8:1.3)
- ❑ Students will write an effective conclusion (W:IW:8:1.4)
- ❑ Students will establish a topic (W:IW:8:2.1) *tested*
- ❑ Students will state and maintain a focus/controlling idea/thesis on a topic (W:IW:8:2.2) *tested*
- ❑ Students will list and cite sources using standard MLA format
- ❑ Students will write with a sense of audience (W:IW:8:2.3) *tested*
- ❑ Students will establish an authoritative voice (W:IW:8:2.4)
- ❑ Students will include facts and details relevant to focus/controlling idea and excluding extraneous information (W:IW:8:3.1) *tested*
- ❑ Students will include sufficient details or facts to indicate depth of information (W:IW:8:3.2) *tested*
- ❑ Students will address readers' concerns including: counterarguments in persuasive writing, potential problems in procedures and providing context in reports (W:IW:8:3.3) *tested*
- ❑ Students will comment on the significance of information (W:IW:8:3.4) *tested*

Expressive Writing

- **Expressive Writing** – In writing poetry, students demonstrate awareness of their purpose.
 - ☐ Students will write poems in a variety of voices for a variety of audiences (W:EW:8:3.1)
 - ☐ Students will write poems that express speakers moods, thoughts, or feelings (W:EW:8:3.2)
 - ☐ Students will choose conventional or alternative text structures to achieve impact (ex. free verse, haiku, concrete poems) (W:EW:8:3.3)
 - ☐ Students will select appropriate vocabulary (W:EW:8:4.1)
 - ☐ Students will use poetic devices and figurative language including simile, metaphor, personification and onomatopoeia (W:EW:8:4.2)
 - ☐ Students will use a variety of poetic forms (W:EW:8:4.4)
- **Expressive Writing** – In reflective writing students will explore and share thoughts, observations and impressions.
 - ☐ Students will engage the reader by establishing context (W:EW:8:5.1)
 - ☐ Students will analyze a condition or situation of personal growth or develop an occasion as basis for reflection (W:EW:8:5.2)
 - ☐ Students will use a range of elaboration techniques to establish focus (W:EW:8:5.4)
 - ☐ Students will provide closure - leaving the reader with something to think about (W:EW:8:5.5)

Curriculum Standard # 3: (Speaking, Listening and Viewing)

“Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.”

Oral Communication Skills

The process of communication involves both expressive and receptive modes. Effective oral communication encompasses the ability to convey information, respond to others and share conversation. Listening and viewing are receptive processes, which expand from a literal intake of information to analysis, synthesis and application of information or ideas. These communication modalities benefit from a focused instruction with guided practice.

- **Directions** - Students will listen to and respond appropriately to directions **(W:OC:8:1.1)**
- **Questions** - Students will ask questions using higher-order thinking skills **(W:OC:8:1.2)**
- **Respect** - Students will demonstrate respect for a speaker and topic through listening appropriately, being a good audience and contributing relevant and constructive responses **(W:OC:8:1.4)**
- **Problem Solving** – Students will reach a consensus to solve a problem, make a decision, and achieve a goal. **(W:OC:8:1.5)**
- **Communication** –
 - ☐ Students will express their needs appropriately.
 - ☐ Students will exhibit logical organization and language use appropriate to audience, context, and purpose **(W:OC:8:2.1)**
 - ☐ Students will remain on topic during conversation and recognize and respond appropriately to verbal and non-verbal cues **(W:OC:8:2.2)**
 - ☐ Students will make detailed oral presentations using visual aids **(W:OC:8:2.3)**
 - ☐ **Students will effectively respond to audience questions and feedback (W:OC:8:2.4)**
 - ☐ **Students will make oral presentations using a variety of strategies of address (eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm and gesture) to communicate ideas effectively (W:OC:8:2.5)**
- **Note taking** - Students will use the concept of note taking as a strategy for organizing information for speaking, viewing, or listening.

- **Media and Technology** - Students will listen and respond informally and formally to messages delivered through a variety of media sources. Students will use available technology that supports application of reading, writing, listening and speaking skills.

Curriculum Standard # 4: (Literature)

“Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.”

Literature

The role of literature in the classroom is multifaceted. Literature may be used for enjoyment, information and developing an appreciation of our world around us. Specific skill instruction in this area should emphasize critical thinking, analytical and interpretation skills. Read alouds and independent reading will encourage students to view reading as a life long practice.

- **Enjoyment** - Students will demonstrate an enjoyment of a variety of literature through active response and/or discussion.
- **Respect**- Students will demonstrate respect of differing opinions, experiences and points of view as it relates to various literary works.
- **Response/Participation** - Students will respond independently to literature through a variety of activities such as oral discussion, book talks, literature circles, writing/drawing, drama, music, technology, dance or project construction.
 - Students will relate literary texts to their own experiences, prior knowledge and other texts **(R:LT:8:4.1)** *see standard 2*
 - Students will support connections and judgments (interpretive, analytical, evaluative or reflective) with relevant details **(R:LT:8:4.2)**
 - Students will enhance their understanding of curricular themes/topics through literature response.
- **Genre** - Students will demonstrate a basic understanding of the characteristics of a variety of genres **(R:LT:8:1.4)** *see standard 2*

Curriculum Standard # 5: English Language Use (Research, Library, Study Skills)

“Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening and viewing to gather and organize information in a variety of subject areas.”

Informational Comprehension

The ability to communicate effectively involves the use of all interactive language processes to gather, organize and communicate information. This skill should be evidenced in a number of subject areas through the use of media, technology and other techniques. (R:B:8:2.2)

• Comprehension

- ☐ Students will use information from the text to answer questions to state the main/central ideas, or to provide supporting details **(R:IT:8:1.2) tested**
- ☐ Students will organize information to show understanding or relationships among facts, ideas, and events through charting, mapping, paraphrasing, summarizing, comparing/contrasting and outlining **(R:IT:8:1.3) tested**
- ☐ Students will generate questions before, during and after reading to enhance understanding and recall **(R:IT:8:1.4)**

- Fact and opinion-** Students will distinguish fact from opinion and identify possible bias/propaganda and conflicting information within or across text **(R:IT:8:2.4)**

• Varied resources –

- ☐ Students will identify the characteristics of a variety of types of text including -
reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals
practical: instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, and schedules to access information **(R:IT:8:1.5)**

Library –Students will research by reading multiple sources to report information, to solve a problem, or to make a decision or formulate a judgment

- ☐ Students will independently use library resources to locate information **(R:B:8:3.1) see below**
- ☐ Students will obtain information from text features (table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations) **(R:IT:8:1.1) tested (see below)**

- **Information literacy skills** –Students will research by reading multiple sources to report information, to solve a problem, to make a decision or to formulate a judgment. Students will demonstrate an understanding of the role of media in society.
 - Students will independently use resources to identify and evaluate information **(R:B:8:3.1)** *see above*
 - Students will evaluate information presented in terms of completeness and relevance **(R:B:8:3.2)**
 - Students will gather, organize, analyze and interpret the information **(R:B:8:3.3)**
 - Students will use evidence to support conclusions **(R:B:8:3.4)**
 - Students will obtain information from text features (ex. maps, diagrams, tables, captions, timelines, citations or transitional devices) **(R:IT:8:1.1)** *(see above)*
 - Students will analyze and interpret informational text by connecting information within a text or across text **(R:IT:8:2.1)** *tested*
 - Students will synthesize information within or across text **(R:IT:8:2.2)** *tested*
 - Students will draw inferences about text, including author's purpose or message and strive to explain how purpose may affect the interpretation of the text by forming and supporting opinions/judgments and assertions about central ideas that are relevant **(R:IT:8:2.3)** *tested*
 - Students will distinguish fact from opinion and identify possible bias/propaganda **(R:IT:8:2.4)** *tested*
 - Students will make inferences about causes or effects **(R:IT:8:2.5)** *tested*
 - Students will evaluate the clarity and accuracy of information **(R:IT:8:2.6)**

- **Self-selection** –
 - Students will self-select reading materials aligned with reading ability and personal interest **(R:B:8:2.1)**

Grades 9 and 10

GRADE TEN - ENGLISH II
(Also subsumes grade 9 English I)

Curriculum Standard #1 (Reading)

“Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.”

Word Recognition/Vocabulary

Word recognition and vocabulary play an important part in learning to read. Word recognition consists of the ability to utilize cue sources (semantic, syntactic, and visual) and strategies to identify words in print. Vocabulary refers to the words readers need to communicate effectively. It encompasses the modalities of listening, speaking, reading and writing.

• **Reading is meaning** – Students will show proficiency by using vocabulary appropriately in context, including connotation or denotation, shades of meaning, nuances, idioms, and technical vocabulary. (R:V:10:2.2) *tested*

• **Word strategies** - Students will demonstrate knowledge of word attack skills/strategies to unlock the meaning of different words. The skills listed will be taught through modeling, guided practice and independent application. (R:V:10:1.1a and R:V:10:1.1b)

- ☐ Students will identify common base words, common roots and word origins *or context clues.* (R:V:10:1.1a) *tested*
- ☐ Students will identify common prefixes and will demonstrate an understanding of how prefixes impact meaning. (R:V:10:1.1a) *tested*
- ☐ Students will identify common suffixes and will demonstrate an understanding of how suffixes impact meaning. (R:V:10:1.1a) *tested*
- ☐ Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:V:10:1.1a) *tested*
- ☐ Students will use thesaurus to determine definition, pronunciation, etymology or usage of word. (R:V:10:1.1a) *tested*
- ☐ Students will use general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words. (R:V:10:1.1b)
- ☐ Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:WID:10:1.1).

• **Word relationships** - Students will be able to describe words in terms of categories, functions or features; students will recognize shades of meaning to include idioms, dialects, and words from other languages adopted into standard English. (R:V:10:2.1) *tested*
(individual skills listed below)

- ☐ Students will identify similar and opposite meanings in words and will use the terms synonym and antonym when describing words.
- ☐ Students will identify more complex homonyms and homophones in context. It is expected that application of this skill will be evident in writing.

- ☐ Students will recognize that words may have multiple meanings and will identify the intended meaning of words found in text.
- ☐ Students will demonstrate understanding of the concept of relationships through analogies.
- ☐ Students will identify word origins and demonstrate knowledge of words from other languages that have been adopted into English.

Word strategies should be applied in all curricular areas.

Literary Comprehension

The goal of reading is meaning. Comprehension is the ability to actively interpret text. It is demonstrated through understanding, remembering, reacting and communicating. Independent reading is critical to success as is the ability to use and extract information from [literary and expository text](#).

- **Read alouds-** Students will actively participate in meaningful text discussion before, during and after reading, as appropriate [\(R:B:10:2.2\)](#) *see standard 5*
- **Connections- [\(R:RS:10:2.1\)](#)**
 - ☐ Students will connect story information or concepts to their own experiences (*text to self*) using prior knowledge and sensory images.
 - ☐ Students will connect information/concepts to other stories and across genres (*text to text*) using these tools: transition words, subheadings, bold/italicized print, parts of the book, chronological ordering, cause/effect, compare/contrast, proposition and support.
 - ☐ Students will demonstrate story information (*text to world*).
 - ☐ Students will cite specific information from text.
 - ☐ Students will locate and use text discourse features and elements to support inferences and generalization about information (e.g.: vocabulary, text structure, evidence, format, use of language and arguments used).
- **Identify story elements** - Students will identify or describe character(s) relationships, setting, problem/solution, major events, or plot/subplots, as appropriate to text [\(R:LT:10:1.1\)](#) *tested*
 - ☐ Students will make logical predictions such as protagonists or antagonists character(s) settings.
 - ☐ Students will identify rising action, climax, or falling action.
- **Characterization** - Students will describe characters' traits, motivation, or interactions, citing thought, words, or actions that reveal characters' traits, motivations, or their changes over time [\(R:LT:10:2.2\)](#) *tested*
 - ☐ [Students will describe characterization such as stereotype, antagonist, and protagonist.](#)
 - ☐ [Students will examine and describe relationships.](#)
- **Paraphrasing and summarizing** – Students will paraphrase or summarize key ideas/plot with major events sequenced, as appropriate to text [\(R:LT:10:1.2\)](#) *tested*
- **Monitor/clarify** - Students will monitor their reading through the use of semantic, syntactic and visual cues; self-correction will occur with cross checking of cues used [\(R:RS:10:1.1\)](#).
 - ☐ Students will use the concepts of skimming and scanning.
 - ☐ Students will use flexible note taking / mapping systems.
- **Graphic organizer** - Students will organize information through their creation of graphic organizers and the use of outlining to show understanding [\(R:IT:10:1.3\)](#) *tested (see standard 5)*
 - ☐ [Students will show relationships among facts, ideas, and events.](#)
- **Questioning strategies** – Students will generate questions before, during, and after reading to enhance/expand understanding and/or gaining new information. [\(R:LT:10:1.3\)](#)
- **Prediction** – Students will explain or support logical predictions or outcomes such as drawing conclusions based on character or evolving plot. [\(R:LT:10:2.1\)](#) *tested*

- **Author's purpose** - Students will explain how the author's purpose, message, or theme is supported within the text. (R:LT:10:2.5) *tested*
- **Point of view**- Students will explain how the narrator's point of view or author's style affects the reader's interpretation (R:LT:10:2.4) *tested*
- **Comparison and contrast** - Students will compare stories or other texts to related personal experience, prior knowledge, or to other books (R:LT:10:4.1) *see standard 4*
- **Inferences** - Students will make inferences about cause/effect and internal and external conflicts (such as person versus person, person versus nature/society/fate, and person versus self) or the relationship among elements within text (R:LT:10:2.3) *tested*
- **Genre** – Students will distinguish between a variety of genre both fiction and nonfiction (non-fiction skills found in standard 5). *A variety of genres may be covered; however, the underlined genres must be introduced at this grade-level.*
 - Students will identify the characteristics of a variety of literary text including poetry, plays, fairytales, fantasy, fables, realistic fiction, folktale, historical fiction, mysteries, science fiction, legends, myths, short story, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs and epistles (R:LT:10:1.4) *see standard 4*
- **Reading level** The goal for each student is to read on grade level, however, it is expected that the teacher will utilize differentiated instruction and materials to instruct students in reading in order to move them closer to grade level reading.
 - Students will read high school level text with accuracy and appropriate comprehension (R:F&A:10:1.1)
 - Students will read with appropriate silent and oral reading fluency rates as determined by text demands (R:F&A:10:1.2)
 - Students will read familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (R:F&A:10:1.3)
- **Literary elements and devices** – (R:LT:10:1.5) (R:LT:10:3.1) *tested*
 - Students will *demonstrate understanding* of the literary terms: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition or personification or hyperbole.
 - Students will demonstrate knowledge of author's style or the use of literary elements and devices: imagery, repetition, flashback, foreshadowing, or personification, hyperbole, allusion, diction, syntax, analogy, symbolism, or the use of punctuation to *analyze* literary works. *tested*
 - Students will demonstrate understanding of foreshadowing, allusion, diction, syntax, bias, point of view and analogy.

Reading Enjoyment

Enjoyment of reading is critical to success in reading. It enhances motivation and a willingness to explore genres. This is an opportunity for teachers to model and share their reading life.

- **Self-selection** - students will self-select reading materials aligned with reading ability and personal interests **(R:B:10:2.1)** *see section 5*
- **Reading widely and extensively**
 - ☐ Students will read from a wide range of genres **including primary and secondary sources**, and from a variety of authors **(R:B:10:1.2)**
 - ☐ Students will read in-school and out-of-school (including summer vacation) **(R:B:10:1.1)**
 - ☐ Students will read multiple texts for depth of understanding an author, a subject, a theme, or genre **(R:B:10:1.3)**

Curriculum Standard # 2: (Writing)

“Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.”

General Writing

Writing is a means of communication. Students write for a variety of purposes and audiences in all curricular areas. Teacher modeling will ensure the process, the importance and the specific use of skills.

Selected pieces of writing will be developed through the writing process. This includes pre-writing, drafting, editing, revising, and publishing. Students should be given the opportunity to share their writing. Writing should be a part of daily language arts activities (W:HW:1), (W:HW:10:2.1), (W:HW:10:2.2), (W:HW:10:2.3), (W:HW:10:2.4)

- **Spelling** - includes applying correct conventional and word derivative spelling patterns/rules. (W:C:10:1.5)
 - ☐ Students will demonstrate the correct spelling of high frequency words in all of their writing.
 - ☐ Students will apply word strategies in writing as well as reading.
- **Handwriting** - affects the ease with which writers are able to record their message as well as the readers' perception of the message
 - ☐ Students will use legible handwriting for all assignments unless typed.
- **Attitude** - Students' approach to the writing task correlates to his/her learning in this area; successful writing requires risk taking, which should be encouraged.
- **Structure** – Students will demonstrate the command of the structures of sentences, paragraphs and text.
 - ☐ Students will use varied sentence length and structure (W:SL:10:1.1) *tested*
 - ☐ **Students** will use appropriate paragraph structure: (e.g. block or indented format) (W:SL:10:1.2)
 - ☐ Students will recognize organizational structures within paragraphs and text (W:SL:10:1.3) *tested*
 - ☐ Students will apply a format and text structure appropriate to the purpose, audience and context (W:SL:10:1.4) *tested*
 - ☐ Students will be able to utilize a subject and predicate to enhance their writing.
 - ☐ Students will apply directionality of text when appropriate (ex. Newspaper articles, brochures) (W:SL:10:1.6)
- **Conventions** – Students will apply rules of standard English usage to correct grammatical errors pertaining to subject-verb agreement, irregular plurals, sentence fragments, run-ons, clear pronoun referent, consistency of verb tense, and irregular forms of verbs and nouns (W:C:10:1.1) *tested*

This instruction will move from guided practice to independent application using the following:

 - ☐ Students will apply basic capitalization rules (W:C:10:1.2)
 - ☐ Students will use appropriate punctuation to various sentence pattern to enhance meaning (including hyphens, dashes, parentheses) (W:C:10:1.4) *tested*
 - ☐ Students will be able to utilize the following parts of speech: noun, verb, adjective and article, adverb, pronoun, preposition, conjunction, interjection to enhance their writing.
 - ☐ Students will apply conventional and word derivative spelling patterns/rules. (W:C:10:1.5)
- **Response to text**- in response to literary or informational text, students make and support analytical judgments about text

- ☐ Students will establish an interpretive claim/assertion in the form of a thesis (purpose) when responding to a given prompt (W:RC:10:2.1a) *tested*
- ☐ Students will establish an interpretive claim/assertion in the form of a thesis (purpose) (W:RC:10:2.1b)
- ☐ Students will make inferences about the relationship among content, events, characters, setting, theme or author's craft (W:RC:10:2.2) *tested*
- ☐ Students will use specific details and references to text or relevant citations to support focus or judgment, thesis, interpretations or conclusions (W:RC:10:2.3) *tested*
- ☐ Students will organize ideas, using transition words/phrases and by writing a conclusion that synthesizes information (W:RC:10:2.4) *tested*
- ☐ Students will select and summarize key ideas to set context appropriate to audience (W:RC:10:1.1) *tested*
- ☐ Students will connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas or themes (W:RC:10:1.3) *tested*

Narrative Writing

- **Narrative writing** – In written narratives, students organize and relate a story line/plot/series of events
 - ☐ Students will create a clear and coherent story line (W:EW:10:1.1)
 - ☐ Students will establish context, character motivation, problem/conflict/challenge and resolution, significance of setting and maintaining point of view (W:EW:10:1.2)
 - ☐ Students will use a variety of effective transitional devices including ellipses, time transitions such as flashback and foreshadowing and white space to enhance meaning (W:EW:10:1.3)
 - ☐ Student will use a variety of effective literary devices (i.e.: flashback, foreshadowing, figurative or language imagery) (W:EW:10:1.4)
 - ☐ Students will establish and maintain a theme (W:EW:10:1.5)
 - ☐ Students will provide a sense of closure (W:EW:10:1.6)
 - ☐ Students will create and use relevant and descriptive details and sensory language to advance plot and story line (W:EW:10:2.1)
 - ☐ Students will use dialogue to advance plot/story line (W:EW:10:2.2)
 - ☐ Students will develop characters through description, dialogue and actions and relationships with other characters when appropriate (W:EW:10:2.3)
 - ☐ Students will use voice appropriate to purpose (W:EW:10:2.4)
 - ☐ Students will maintain focus (W:EW:10:2.5)
 - ☐ Students will select and elaborate important ideas, excluding extraneous details (W:EW:10:2.6)
 - ☐ Students will control the pace of the story (W:EW:10:2.7)

Informational Writing

- **Informational writing** – In informational writing, students organize ideas and concepts:
 - ☐ Students will use text structure appropriate to focus/controlling idea/thesis and deductive/inductive reasoning. (W:IW:10:1.1) *tested*
 - ☐ Students will select appropriate and relevant information (excluding extraneous details) to set context (W:IW:10:1.2) *tested*
 - ☐ Students will use transition words and phrases appropriate to the organizational structure of the text (W:IW:10:1.3) *tested*
 - ☐ Students will write an effective conclusion (W:IW:10:1.4) *tested*
 - ☐ Students will establish a topic (W:IW:10:2.1) *tested*

- ☐ Students will state and maintain a focus/controlling idea/thesis **(W:IW:10:2.2) tested**
- ☐ Students will list and cite sources using standard MLA format.
- ☐ Students will write with a sense of audience **(W:IW:10:2.3) tested**
- ☐ Students will establish an authoritative voice **(W:IW:10:2.4) tested**
- ☐ Students will use precise and descriptive language that clarifies and supports intent **(W:IW:10:2.5) tested**
- ☐ Students will include facts and details relevant to focus/controlling idea and excluding extraneous information **(W:IW:10:3.1) tested**
- ☐ Students will include sufficient details or facts to indicate depth of information: contrasting or using visual images to support intended purpose. **(W:IW:10:3.2) tested**
- ☐ Students will address readers' concerns (anticipating and addressing potential problems mistakes, or misunderstandings that might arise for the audience) **(W:IW:10:3.3) tested**
- ☐ Students will comment on the significance of information in reports, through out the piece, in procedural or persuasive writing, as appropriate. **(W:IW:10:3.4) tested**

Expressive Writing

• **Expressive Writing** – In writing poetry, students demonstrate awareness of their purpose.

- ☐ Students will write poems in a variety of voices for a variety of audiences (purpose). **(W:EW:10:3.1)**
- ☐ Students will write poems that express speaker's moods, thoughts, or feelings. **(W:EW:10:3.2)**
- ☐ Students will choose conventional or alternative text structures to achieve impact (i.e.: sonnet, free verse, haiku, ballad, ode, concrete poems). **(W:EW:10:3.3)**
- ☐ Students will select appropriate vocabulary. **(W:EW:10:4.1)**
- ☐ Students will use rhyme, rhythm, meter, literary elements or figurative language **(W:EW:10:4.2)**
- ☐ Students will select and manipulate words, phrase, or clauses for connotation/shades of meaning and impact. **(W:EW:10:4.3)**
- ☐ Students will use a variety of poetic forms. **(W:EW:10:4.4)**

• **Expressive Writing** – In reflective writing students will explore and share thoughts, observations and impressions.

- ☐ Students will engage the reader by establishing context (purpose). **(W:EW:10:5.1) tested**
- ☐ Students will analyze a condition or situation of personal growth, or develop an occasion as basis for reflection. **(W:EW:10:5.2) tested**
- ☐ Students will use an organizational structure allowing for a progression of ideas. **(W:EW:10:5.3) tested**
- ☐ Students will use a range of elaboration techniques to establish focus. **(W:EW:10:5.4) tested**
- ☐ Students will provide closure – leaving the reader with something to think about. **(W:EW:10:5.5) tested**

Curriculum Standard # 3: (Speaking, Listening and Viewing)

“Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.”

Oral Communication Skills

The process of communication involves both expressive and receptive modes. Effective oral communication encompasses the ability to convey information, respond to others and share conversation. Listening and viewing are receptive processes, which expand from a literal intake of information to analysis, synthesis and application of information or ideas. These communication modalities benefit from a focused instruction with guided practice.

- **Directions** - Students will listen to and respond appropriately to directions **(W:OC:10:1.1)**
- **Questions** - Students will ask questions using higher-order thinking skills **(W:OC:10:1.2)**
- **Interprets** – Students will identify the thesis of a presentation, determine the essential elements of elaboration, and interpret or evaluate the message. **(W:OC:10:1.3)**
- **Respect** - Students will demonstrate respect for a speaker and topic through listening appropriately, being a good audience and contributing relevant and constructive responses **(W:OC:10:1.4)**
- **Problem Solving** – Students will reach a consensus to solve a problem, make a decision, and achieve a goal. **(W:OC:10:1.5)**
- **Communication** –
 - ☐ Students will express their needs appropriately.
 - ☐ Students will contribute to small and large group discussions **(W:OC:10:2.1)**
 - ☐ Students will remain on topic during conversation and recognize and respond appropriately to verbal and non-verbal cues **(W:OC:10:2.2)**
 - ☐ Students will make detailed oral presentations using visual aids, anecdotes, analogies **(W:OC:10:2.3)**
 - ☐ Students will effectively respond to audience questions and feedback **(W:OC:10:2.4)**
 - ☐ Students will make oral presentations using a variety of strategies of address (eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm and gesture) to communicate ideas effectively **(W:OC:10:2.5)**
 - ☐ Students will use tools of technology to enhance message **(W:OC:10:2.6)**
- **Note taking** - Students will use the concept of note taking as a strategy for organizing information for speaking, viewing or listening.
- **Media and Technology** - Students will listen and respond informally and formally to messages delivered through a variety of media sources. Students will use available technology that supports application of reading, writing, listening and speaking skills.

Curriculum Standard # 4: (Literature)

“Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.”

Literature

The role of literature in the classroom is multifaceted. Literature may be used for enjoyment, information and developing an appreciation of our world around us. Specific skill instruction in this area should emphasize critical thinking, analytical and interpretation skills. Read alouds and independent reading will encourage students to view reading as a life long practice.

- **Enjoyment** - Students will demonstrate an enjoyment of a variety of literature through active response and/or discussion.
- **Respect**- Students will demonstrate respect of differing opinions, experiences and points of view as it relates to various literary works.
- **Response/Participation** - Students will respond independently to literature through a variety of activities such as oral discussion, book talks, literature circles, writing/drawing, drama, music, technology, dance or project construction.
 - ☐ Students will relate literary texts to their own experiences, prior knowledge and other texts **(R:LT:10:4.1)** *see standard 2*
 - ☐ Students will support connections and judgments (interpretive, analytical, evaluative or reflective) with relevant details **(R:LT:10:4.2)**
 - ☐ Students will enhance their understanding of curricular themes/topics through literature response.
- **Genre** - Students will demonstrate a basic understanding of the characteristics of a variety of genres **(R:LT:10:1.4)** *see standard 2*

Curriculum Standard # 5: English Language Use (Research, Library, Study Skills)

“Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening and viewing to gather and organize information in a variety of subject areas.”

Informational Comprehension

The ability to communicate effectively involves the use of all interactive language processes to gather, organize and communicate information. This skill should be evidenced in a number of subject areas through the use of media, technology and other techniques. (R:B:10:2.2)

• Comprehension

- ☐ Students will use information from the text to answer questions to state the main/central ideas, or to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (R:IT:10:1.2) *tested*
- ☐ Students will organize information to show understanding or relationships among facts, ideas, and events through charting, mapping, paraphrasing, summarizing, comparing/contrasting and outlining (R:IT:10:1.3) *tested*
- ☐ Students will generate questions before, during and after reading to enhance understanding and recall (R:IT:10:1.4)

- **Fact and opinion-** Students will distinguish fact from opinion and identify possible bias/propaganda and conflicting information within or across text (R:IT:10:2.4) *tested*

• Varied resources –

- ☐ Students will identify the characteristics of a variety of types of text including **-reference:** thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, editorials/ commentaries, primary source documents, periodicals, job related materials, speeches, online reading, documentaries.
practical: instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, and schedules.
-to access information (R:IT:10:1.5)

Library –Students will research by reading multiple sources to report information, to solve a problem, or to make a decision or formulate a judgment

- ☐ Students will independently use library resources to locate information (R:B:10:3.1) *see below*
- ☐ Students will obtain information from text features (table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, sub-headings, graphic organizers, charts, graphs, or illustrations, and use of white space (R:IT:10:1.1)(*see below*)*tested*

- **Information literacy skills** –Students will research by reading multiple sources to report information, to solve a problem, to make a decision or to formulate a judgment. Students will demonstrate an understanding of the role of media in society.
 - ☐ Students will independently use resources to locate information (R:B:10:3.1) *see above*

- Students will evaluate and select information presented in terms of relevance and validity (R:B:10:3.2)
- Students will gather, organize, analyze and interpret the information (R:B:10:3.3)
- Students will use draw conclusions/judgments and support them with evidence.(R:B:10:3.4)
- Students will obtain information from text features (ex. maps, diagrams, tables, captions, timelines, citations or transitional devices) (R:IT:10:1.1) *(see above) tested*
- Students will analyze and interpret informational text by connecting information within a text or across text or related to ideas (R:IT:10:2.1) *tested*
- Students will synthesize information within or across text (R:IT:10:2.2) *tested*
- Students will draw inferences about text, including author's purpose or message and strive to explain how purpose may affect the interpretation of the text by forming and supporting opinions/judgments and assertions about central ideas that are relevant (R:IT:10:2.3) *tested*
- Students will distinguish fact from opinion and identify possible bias/propaganda or conflicting information within or across texts. (R:IT:10:2.4) *tested*
- Students will make inferences about causes or effects (R:IT:10:2.5) *tested*
- Students will evaluate the clarity and accuracy of information (i.e. consistency, effectiveness of organizational pattern, or logic of argument. (R:IT:10:2.6)*tested*

• **Self-selection –**

- Students will self-select reading materials aligned with reading ability and personal interest (R:B:10:2.1)

Grades 11 and 12

GRADE TWELVE - ENGLISH IV
(Also subsumes grade 11 English III)

Curriculum Standard #1 (Reading)

“Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.”

Word Recognition/Vocabulary

Word recognition and vocabulary play an important part in learning to read. Word recognition consists of the ability to utilize cue sources (semantic, syntactic, and visual) and strategies to identify words in print.

Vocabulary refers to the words and readers need to communicate effectively. It encompasses the modalities of listening, speaking, reading and writing.

- **Reading is the attainment of meaning** – Students will show proficiency by using vocabulary appropriately in context including connotation or denotation, shades of meaning, content specific vocabulary, idioms or use of technical vocabulary **(R:V:12:2.2)**

- **Word strategies** - Students will demonstrate knowledge of word attack skills/strategies to unlock the meaning of different words. The skills listed will be taught through modeling, guided practice and independent application. **(R:V:12:1.1a)**
 - ☐ Students will identify common base words, common roots and word origins **or context clues. (R:V:12:1.1a)**
 - ☐ Students will identify common prefixes and will demonstrate an understanding of how prefixes impact meaning. **(R:V:12:1.1a)**
 - ☐ Students will identify common suffixes and will demonstrate an understanding of how suffixes impact meaning. **(R:V:12:1.1a)**
 - ☐ **Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:V:12:1.1a).**
 - ☐ Students will use thesaurus to determine definition, pronunciation, etymology or usage of word. **(R:V:12:1.1a)**
 - ☐ Students will use general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words. **(R:V:12:1.1b)**
 - ☐ **Students will identify multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (R:V:12:1.1).**

- **Word relationships** - Students will be able to describe words in terms of categories, functions or features; students will recognize shades of meaning to include idioms, dialects, and words from other language adopted into standard English. **(R:V:12:2.1)**
(individual skills listed below)
 - ☐ Students will identify similar and opposite meanings in words and will use the terms synonym and antonym when describing words.
 - ☐ Students will identify more complex homonyms and homophones in context. It is expected that application of this skill will be evident in writing.
 - ☐ Students will recognize that words may have multiple meanings and will identify the intended meaning of words found in text.
 - ☐ Students will demonstrate understanding of the concept of relationships through analogies.
 - ☐ Students will identify word origins and demonstrate knowledge of words from other languages that have been adopted into English.

Word strategies should be applied in all curricular areas.

<u>Literary Comprehension</u>

*The goal of reading is meaning. Comprehension is the ability to actively interpret text. It is demonstrated through understanding, remembering, reacting and communicating. Independent reading is critical to success as is the ability to use and extract information from **literary and** expository text.*

- **Read aloud-** Students will actively participate in meaningful text discussion before, during and after reading, as appropriate **(R:B:12:2.2)** *see standard 5*

- **Connections- (R:RS:12:2.1)**

- ☐ Students will connect story information or concepts to their own experiences (*text to self*) using prior knowledge and sensory images.
- ☐ Students will connect information/concepts to other stories and across genres (*text to text*) using these tools: transition words, subheadings, bold/italicized print, parts of the book, chronological ordering, cause/effect, compare/contrast, proposition and support.
- ☐ Students will demonstrate story information (*text to world*).
- ☐ Students will cite specific information from text.
- ☐ Students will locate and use text discourse features and elements to support inferences and generalization about information (e.g.: vocabulary, text structure, evidence, format, use of language and arguments used).

- **Identify story elements** - Students will identify, describe or make logical predictions about character(s) relationships, setting, problem/solution, major events, or plot, as appropriate to text **(R:LT:12:1.1)**

- ☐ Students will make logical predictions such as protagonists or antagonists character(s) **settings**.
- ☐ Students will identify rising action, climax, or falling action.

- **Characterization** - Students will describe characters' traits, motivation, or interactions, citing thought, words, or actions that reveal characters' traits, motivations, or their changes over time **(R:LT:12:2.2)**

- ☐ **Students will describe characterization such as stereotype, antagonist, and protagonist.**
- ☐ **Students will examine and describe relationships.**

- **Paraphrasing and summarizing** – Students will paraphrase or summarize key ideas/plot with major events sequenced, as appropriate to text **(R:LT:12:1.2)**.

- **Monitor/clarify** - Students will monitor their reading through the use of semantic, syntactic and visual cues; self-correction will occur with cross checking of cues used **(R:RS:12:1.1)**.

- ☐ Students will use the concepts of skimming and scanning.
- ☐ Students will use flexible note taking / mapping systems.

- **Graphic organizer** - Students will organize information through their creation of graphic organizers to show understanding **(R:IT:12:1.3)**. *see standard 5*

- ☐ **Students will show relationships among facts, ideas, and events and through flowcharts.**

- **Questioning strategies** – Students will generate questions before, during, and after reading to enhance/expand understanding and/or gaining new information. (R:LT:12:1.3).
- **Prediction** – Students will explain or support logical predictions or outcomes such as drawing conclusions based on character or plot. (R:LT:12:2.1)
- **Author’s purpose** - Students will explain how author’s purpose, (e.g. to entertain, inform or persuade) message or theme is supported within the text. (R:LT:12:2.5)
- **Point of view**- Students will explain how the narrator’s point of view or tone or is supported throughout the text author’s style affects the reader’s interpretation (R:LT:12:2.4)
- **Comparison and contrast** - Students will compare stories or other texts to related personal experience, prior knowledge, or to other books (R:LT:12:4.1) *see standard 4*
- **Inferences** - Students will make inferences about cause/effect and internal and external conflicts such as person versus person, person versus nature/society/fate, and person versus self, theme/setting, symbolism/characterization (R:LT:12:2.3)
- **Genre** – Students will distinguish between a variety of genre both fiction and nonfiction (non-fiction skills found in standard 5). *A variety of genres may be covered; however, the underlined genres must be introduced at this grade-level.*
 - Students will identify the characteristics of a variety of literary text including epics, novels, drama, poems, fables, realistic fiction, folktale, historical fiction, mysteries, science fiction, legends, short story, comedies, tragedies, satires, parodies, memoirs and epistles (R:LT:12:1.4) *see standard 4*
- **Reading level** The goal for each student is to read on grade level, however, it is expected that the teacher will utilize differentiated instruction and materials to instruct students in reading in order to move them closer to grade level reading.
 - Students will read high school level text with accuracy and appropriate comprehension (R:F&A:12:1.1)
 - Students will read with appropriate silent and oral reading fluency rates as determined by text demands (R:F&A:12:1.2)
 - Students will read familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (R:F&A:12:1.3)
- **Literary elements and devices** – (R:LT:12:1.5) (R:LT:12:3.1a) (R:LT:12:3.1b)
 - Students will *demonstrate understanding* of the literary terms: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition or personification or hyperbole.
 - Students will *demonstrate knowledge* of author’s style or the use of literary elements and devices: simile, metaphor, point of view, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogize allusion, diction, syntax, genre, or bias or the use of punctuation to *analyze* literary works.

- Students will examine author's style or use of literary devices to convey theme.

Reading Enjoyment

Enjoyment of reading is critical to success in reading. It enhances motivation and a willingness to explore genres. This is an opportunity for teachers to model and share their reading life.

- **Self-selection** - students will self-select reading materials aligned with reading ability and personal interests **(R:B:12:2.1)** *see section 5*
- **Reading widely and extensively**
 - Students will read from a wide range of genres including primary and secondary sources, and from a variety of authors **(R:B:12:1.2)**
 - Students will read in-school and out-of-school (including summer vacation) **(R:B:12:1.1)**
 - Students will read multiple texts for depth of understanding an author, a subject, a theme, or genre **(R:B:12:1.3)**

Curriculum Standard # 2: (Writing)

“Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.”

General Writing

Writing is a means of communication. Students write for a variety of purposes and audiences in all curricular areas. Teacher modeling will ensure the process, the importance and the specific use of skills.

Selected pieces of writing will be developed through the writing process. This includes pre-writing, drafting, editing, revising, and publishing. Students should be given the opportunity to share their writing. Writing should be a part of daily language arts activities (W:HW:1), (W:HW:12:2.1), (W:HW:12:2.2), (W:HW:12:2.3), (W:HW:12:2.4)

- **Spelling** - includes applying correct conventional and word derivative spelling patterns/rules. (W:C:12:1.5)
 - ☐ Students will demonstrate the correct spelling of high frequency words in all of their writing.
 - ☐ Students will apply word strategies in writing as well as reading.
- **Handwriting** - affects the ease with which writers are able to record their message as well as the readers' perception of the message
 - ☐ Students will use legible handwriting for all assignments unless typed.
- **Attitude** - Students' approach to the writing task correlates to his/her learning in this area; successful writing requires risk taking, which should be encouraged.
- **Structure** – Students will demonstrate the command of the structures of sentences, paragraphs and text.
 - ☐ Students will use varied sentence length and structure (W:SL:12:1.1)
 - ☐ Students will use paragraph appropriate paragraph structure: (e.g. block or indented format) (W:SL:12:1.2)
 - ☐ Students will recognize organizational structures within paragraphs and text (W:SL:12:1.3)
 - ☐ Students will apply a format and text structure appropriate to the purpose of the writing (W:SL:12:1.4)
 - ☐ Students will apply directionality of text when appropriate (W:SL:12:1.6)
- **Conventions** – Students will apply rules of standard English usage to correct grammatical errors pertaining to subject-verb agreement, irregular plurals, sentence fragments, run-ons, clear pronoun referent, consistency of verb tense, and irregular forms of verbs and nouns (W:C:12:1.1)

This instruction will move from guided practice to independent application using the following:

 - ☐ Students will apply basic capitalization rules (W:C:12:1.2)
 - ☐ Students will use appropriate punctuation to various sentence patterns to enhance meaning (including brackets) (W:C:12:1.4)
 - ☐ Students will be able to utilize the following parts of speech: noun, verb, adjective and article, adverb, pronoun, preposition, conjunction, interjection to enhance their writing.
 - ☐ Students will apply conventional and word derivative spelling patterns/rules. (W:C:12:1.5)
- **Response to text**- in response to literary or informational text, students make and support analytical judgments about text
 - ☐ Students will establish an interpretive claim/assertion in the form of a thesis (purpose) (W:RC:12:2.1)

- ❑ Students will make inferences about the relationship among content, events, characters, setting, theme or author's craft **(W:RC:12:2.2)**
- ❑ Students will use specific details and references to text or relevant citations to support focus or judgment, thesis, interpretations or conclusions **(W:RC:12:2.3)**
- ❑ Students will organize ideas, using transition words/phrases and by writing a conclusion that synthesizes information **(W:RC:12:2.4)**
- ❑ Students will select and summarize key ideas to set context appropriate to audience **(W:RC:12:1.1)**
- ❑ Students will connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas, themes, motifs, or archetypes**(W:RC:12:1.3)**
- ❑ Students will explain the visual components(e.g. charts, diagrams, artwork) of the text **(W:RC:12:1.4)**

Narrative Writing

- **Narrative writing** – In written narratives, students organize and relate a story line/plot/series of events
 - ❑ Students will create a clear and coherent story line with logically consistent structure **(W:EW:12:1.1)**
 - ❑ Students will establish context, character motivation, problem/conflict/challenge, resolution, and maintain point of view of 1st person, 3rd person limited or omniscient, significance of setting **(W:EW:12:1.2)**
 - ❑ Students will use a variety of effective transitional devices including ellipses, time transitions and white space to enhance meaning **(W:EW:12:1.3)**
 - ❑ Students will use a variety of effective literary devices to enhance meaning **(W:EW:12:1.4)**
 - ❑ Students will establish and maintain a theme. **(W:EW:12:1.5)**
 - ❑ Students will provide closure to their writing. **(W:EW:12:1.6)**
 - ❑ Students will create images using relevant and descriptive details and sensory language to advance plot and story line **(W:EW:12:2.1)**
 - ❑ Students will use dialogue to advance plot and story line **(W:EW:12:2.2)**
 - ❑ Students will develop characters through description, dialogue and actions (including gestures and expressions) and relationships with other characters **(W:EW:12:2.3)**
 - ❑ Students will use voice appropriate to purpose **(W:EW:12:2.4)**
 - ❑ Students will maintain focus **(W:EW:12:2.5)**
 - ❑ Students will select and elaborate important ideas, excluding extraneous details **(W:EW:12:2.6)**
 - ❑ Students will control the pace of the story **(W:EW:12:2.7)**

Informational Writing

- **Informational writing** – In informational writing, students organize ideas and concepts:
 - ❑ Students will use text structure appropriate to focus/controlling idea/thesis and deductive/inductive reasoning. **(W:IW:12:1.1)**
 - ❑ Students will select appropriate and relevant information (excluding extraneous details) to set context **(W:IW:12:1.2)**
 - ❑ Students will use transition words and phrases appropriate to the organizational structure of the text **(W:IW:12:1.3)**
 - ❑ Students will write an effective conclusion **(W:IW:12:1.4)**

- ❑ Students will establish a topic (W:IW:12:2.1)
- ❑ Students will state and maintain a focus/controlling idea on a topic(W:IW:12:2.2)
- ❑ Students will list and cite sources using standard MLA format.
- ❑ Students will select and use formal, informal, literary, or technical language appropriate to audience and context (W:IW:12:2.3)
- ❑ Students will establish an authoritative voice. (W:IW:12.2.4)
- ❑ Students will use precise and descriptive language that clarifies and supports intent and enhances meaning. (W:IW:12.2.5)
- ❑ Students will include facts and details relevant to focus/controlling idea and excluding extraneous information (W:IW:12:3.1)
- ❑ Students will include sufficient details or facts to indicate depth of information: contrasting or using visual images to support intended purpose. (W:IW:12:3.2)
- ❑ Students will address readers' concerns (anticipating and addressing potential problems mistakes, or misunderstandings that might arise for the audience) (W:IW:12:3.3)
- ❑ Students will comment on the significance of information in reports, through out the piece, in procedural or persuasive writing, as appropriate. (W:IW:12:3.4)

Expressive Writing

• **Expressive Writing** – In writing poetry, students demonstrate awareness of their purpose.

- ❑ Students will write poems in a variety of voices for a variety of audiences (purpose). (W:EW:12:3.1)
- ❑ Students will write poems that express speaker's moods, thoughts, or feelings. (W:EW:12:3.2)
- ❑ Students will choose conventional or alternative text structures to achieve impact. (W:EW:12:3.3)
- ❑ Students will select appropriate vocabulary according to purpose and effect on audience. (W:EW:12:4.1)
- ❑ Students will use rhyme, rhythm, meter, literary elements or figurative language (W:EW:12:4.2)
- ❑ Students will select and manipulate words, phrase, or clauses for connotation/shades of meaning and impact. (W:EW:12:4.3)
- ❑ Students will use a variety of poetic forms. (W:EW:12:4.4)

• **Expressive Writing** – In reflective writing students will explore and share thoughts, observations and impressions.

- ❑ Students will engage the reader by establishing context (purpose). (W:EW:12:5.1)
- ❑ Students will analyze a condition or situation of personal growth, or develop an occasion as basis for reflection. (W:EW:12:5.2)
- ❑ Students will use an organizational structure allowing for a progression of ideas. (W:EW:12:5.3)
- ❑ Students will use a range of elaboration techniques to establish focus. (W:EW:12:5.4)
- ❑ Students will provide closure – leaving the reader with something to think about. (W:EW:12:5.5)
- ❑ Students will make connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives of insights. (W:EW:12:5.6)

Curriculum Standard # 3: (Speaking, Listening and Viewing)

“Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.”

Oral Communication Skills

The process of communication involves both expressive and receptive modes. Effective oral communication encompasses the ability to convey information, respond to others and share conversation. Listening and viewing are receptive processes which expand from a literal intake of information to analysis, synthesis and application of information or ideas. These communication modalities benefit from a focused instruction with guided practice.

- **Directions** - Students will listen to and respond appropriately to directions **(W:OC:12:1.1)**
- **Questions** - Students will ask questions using higher-order thinking skills to advance understanding **(W:OC:12:1.2)**
- **Interprets** – Students will identify the thesis of a presentation, determine the essential elements of elaboration, and interpret or evaluate the message. **(W:OC:12:1.3)**
- **Respect** - Students will demonstrate respect for a speaker and topic through listening appropriately, being a good audience and contributing relevant and constructive responses **(W:OC:12:1.4)**
- **Problem Solving** – Students will reach a consensus to solve a problem, make a decision, and achieve a goal. **(W:OC:12:1.5)**
- **Communication** –
 - ☐ Students will express their needs appropriately.
 - ☐ Students will contribute to small and large group discussions **(W:OC:12:2.1)**
 - ☐ Students will remain on topic during conversation and recognize and respond appropriately to verbal and non-verbal cues **(W:OC:12:2.2)**
 - ☐ Students will make detailed oral presentations using visual aids, anecdotes, analogies **(W:OC:12:2.3)**
 - ☐ Students will effectively respond to audience questions and feedback **(W:OC:12:2.4)**
 - ☐ Students will make oral presentations using a variety of strategies of address (eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm and gesture) to communicate ideas effectively **(W:OC:12:2.5)**
 - ☐ Students will use tools of technology to enhance message **(W:OC:12:2.6)**
- **Note taking** - Students will use the concept of note taking as a strategy for organizing information for speaking, viewing or listening.

Curriculum Standard # 4: (Literature)

“Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.”

Literature

The role of literature in the classroom is multifaceted. Literature may be used for enjoyment, information and developing an appreciation of our world around us. Specific skill instruction in this area should emphasize critical thinking, analytical and interpretation skills. Read aloud and independent reading will encourage students to view reading as a life long practice.

- **Enjoyment** - Students will demonstrate an enjoyment of a variety of literature through active response and/or discussion.
- **Respect**- Students will demonstrate respect of differing opinions, experiences and points of view as it relates to various literary works.
- **Response/Participation** - Students will respond independently to literature through a variety of activities such as oral discussion, book talks, literature circles, writing/drawing, drama, music, technology, dance or project construction.
 - ☐ Students will relate literary texts to their own experiences, prior knowledge and other texts **(R:LT:12:4.1)** *see standard 2*
 - ☐ Students will support connections and judgments (interpretive, analytical, evaluative or reflective) with relevant details **(R:LT:12:4.2)**
 - ☐ Students will enhance their understanding of curricular themes/topics through literature response.
- **Genre** - Students will demonstrate a basic understanding of the characteristics of a variety of genres **(R:LT:12:1.4)** *see standard 2*

Curriculum Standard # 5: English Language Use (Research, Library, Study Skills)

“Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening and viewing to gather and organize information in a variety of subject areas.”

Informational Comprehension

The ability to communicate effectively involves the use of all interactive language processes to gather, organize and communicate information. This skill should be evidenced in a number of subject areas through the use of media, technology and other techniques. (R:B:12:2.2)

• Comprehension

- ☐ Students will use information from the text to answer questions, perform specific tasks or solve problems to state the main/central ideas, or to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. **(R:IT:12:1.2)**
- ☐ Students will organize information to show understanding or relationships among facts, ideas, and events through charting (including flowcharts), mapping, paraphrasing, summarizing, comparing/contrasting and outlining **(R:IT:12:1.3)**
- ☐ Students will generate questions before, during and after reading to enhance understanding and recall **(R:IT:12:1.4)**

- **Fact and opinion-** Students will distinguish fact from opinion and identify possible bias/propaganda and conflicting information within or across text including critiquing author’s use of strategies to achieve intended purpose or message (e.g. to inform, explain, entertain, persuade) **(R:IT:12:2.4)**

• Varied resources –

- ☐ Students will identify the characteristics of a variety of types of text including **-reference:** thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents (drivers’ manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/ commentaries, primary source documents, periodicals, job related materials, speeches, online reading, documentaries. **practical:** instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules.
-to access information **(R:IT:12:1.5)**

Library –Students will research by reading multiple sources to report information, to solve a problem, or to make a decision or formulate a judgment

- ☐ Students will independently use library resources to locate information **(R:B:12:3.1)** *see below*
- ☐ Students will obtain information from text features (table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations, and use of white space **(R:IT:12:1.1)** *(see below)*

- **Information literacy skills** –Students will research by reading multiple sources to report information, to solve a problem, to make a decision or to formulate a judgment. Students will demonstrate an understanding of the role of media in society.

- ☐ Students will independently use resources to locate information **(R:B:12:3.1)** *see above*
- ☐ Students will evaluate and select information presented in terms of relevance and validity **(R:B:12:3.2)**
- ☐ Students will gather, organize, analyze and interpret the information **(R:B:12:3.3)**
- ☐ Students will draw conclusions/judgments and support them with evidence. **(R:B:12:3.4)**
- ☐ Students will obtain information from text features (ex. maps, diagrams, tables, captions, timelines, citations or transitional devices) **(R:IT:12:1.1)** *(see above)*
- ☐ Students will explain connections among ideas across multiple texts. **(R:IT:12:2.1)**
- ☐ Students will synthesize information within or across text **(R:IT:12:2.2)**
- ☐ Students will draw inferences about text, including author's purpose or message and strive to explain how purpose may affect the interpretation of the text by forming and supporting opinions/judgments and assertions about central ideas that are relevant **(R:IT:12:2.3)**
- ☐ Students will distinguish fact from opinion and identify possible bias/propaganda **(R:IT:12:2.4)**
- ☐ Students will make inferences about causes or effects **(R:IT:12:2.5)**
- ☐ Students will evaluate the clarity and accuracy of information (i.e. consistency, effectiveness of organizational pattern, or logic of argument. **(R:IT:12:2.6)**

- **Self-selection –**

- ☐ Students will self-select reading materials aligned with reading ability and personal interest **(R:B:12:2.1)**

Manchester School District
Protected List

*This list is provided to identify what materials are to be used only at the listed grade level or any level above that grade level. This list is by no means a requirement of resources that need to be used **or** expected to be the only resources that are used at the particular grade level. As has been indicated in the curriculum, it is expected that differentiated materials will be used in the reading instruction of each student.*

6 th Grade	7 th Grade	8 th Grade	High School
Wrinkle in Time The City of Ember Among the Hidden Myths: <ul style="list-style-type: none"> • Achilles • Persephone • King Midas and The Golden Touch • Troy • The Sirens • Jason and The Golden Fleece • Legends: <ul style="list-style-type: none"> • Knights of the Round Table 	The Lottery The Tell-Tale Heart The Ransom of Red Chief To Build a Fire The Necklace	Johnny Tremain Tituba of Salem Village Across Five Aprils Fever: 1893 Staying Fat for Sara Byrnes Diary of Anne Frank	Lord of the Flies A Separate Peace The Tale of Two Cities O Mice and Men Julius Caesar A Midsummer Night's Dream The Pearl The Taming of the Shrew To Kill a Mockingbird Macbeth The Odyssey Fahrenheit 451 Wave Make Lemonade Killing Mr. Griffin Ethan Frome The Scarlet Letter The Old Man and the Sea Twelve Angry Men The House on Mango Street Z for Zacariah Garcia Girls The Red Badge of Courage The Miracle Worker A Child Called It Night 1984 The Adventures of Huckleberry Finn The Crucible The Death of a Salesman Brave New World The Merchant of Venice Othello Frankenstein Antony and Cleopatra Hamlet

Term	Description
alliteration:	repetition of initial consonant sounds to emphasize and link words as well as creating a pleasing sound
analogy:	a comparison of two things which are similar but not exact in meaning
antonym:	two or more words that have opposite meanings
assessment:	the process of observing and collecting information which provides evidence of a student's performance
automaticity:	accurate and rapid response without the need to decode or require prompts
conflict:	the problem or struggle in a story which sets off the action
cues:	three integrated language systems which provide sources of information to decode unknown words including meaning, language structure and visual (looking at print)
decode:	the ability to identify a word not immediately recognized, generally through the use of sound symbol relationships
emergent:	students are developing the attitudes, knowledge and skills of readers who are getting started in their development as readers
fluency:	clear, easy written or spoken expression of ideas. The ability to read text accurately, quickly and with proper expression/phrasing.
genre:	category used to classify literary works by form, technique or function
graphic organizer:	visual or pictorial representation used to record and show relationships among ideas
guided practice:	teaching technique which usually follows modeling to assist students in working through new learning
guided reading:	technique which works with students individually or in small groups to carefully select texts supporting "next steps in reading"
historical fiction:	fiction drawn from the author's imagination but containing some facts

Sources

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New Hampshire Curriculum Frameworks, 1995

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K-12 Reading New Hampshire Curriculum Frameworks, June 2006

K-12 Written and Oral Communication New Hampshire Curriculum Frameworks, June 2006

www.ed.nh.state.us/frameworks

Linda Stimson, State of New Hampshire English Language Arts Curriculum and Assessment Consultant

